DOCUMENT RESUME

ED 248 452 CG 017 726

AUTHOR Browning, Neil, Ed.
TITLE Manual for School Psychology Internship Programs.
INSTITUTION Illinois State Board of Education, Springfield. Div. of Specialized Education Services.
PUB DATE Oct 84
NOTE 57p.; For the manual for school social work internship programs, see CG 017 725.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Competence; Elementary Secondary Education; Guidelines; *Internship Programs; *Program Design; *Pupil Personnel Services; *School Psychologists
IDENTIFIERS *Illinois

ABSTRACT

This manual, written for university program staff, students, and practitioners, delineates the requirements for and philosophical concepts supporting the school psychology internship program in Illinois. Chapter 1 presents the background and rationale for the internship program. Chapter 2 presents the requirements for approval as a school psychologist intern. Chapter 3 lists the objectives of the internship and describes the development of the training plan. Chapter 4 gives the requirements for approval of the training site, while chapter 5 lists the qualifications and requirements for the intern supervisor. Chapter 6 focuses on guidelines for program evaluation. The first three of four appendices summarize the procedures and timeline for program application, while the fourth appendix provides an example of an internship plan. (BL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED248452

Manual for School Psychology Internship Programs

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

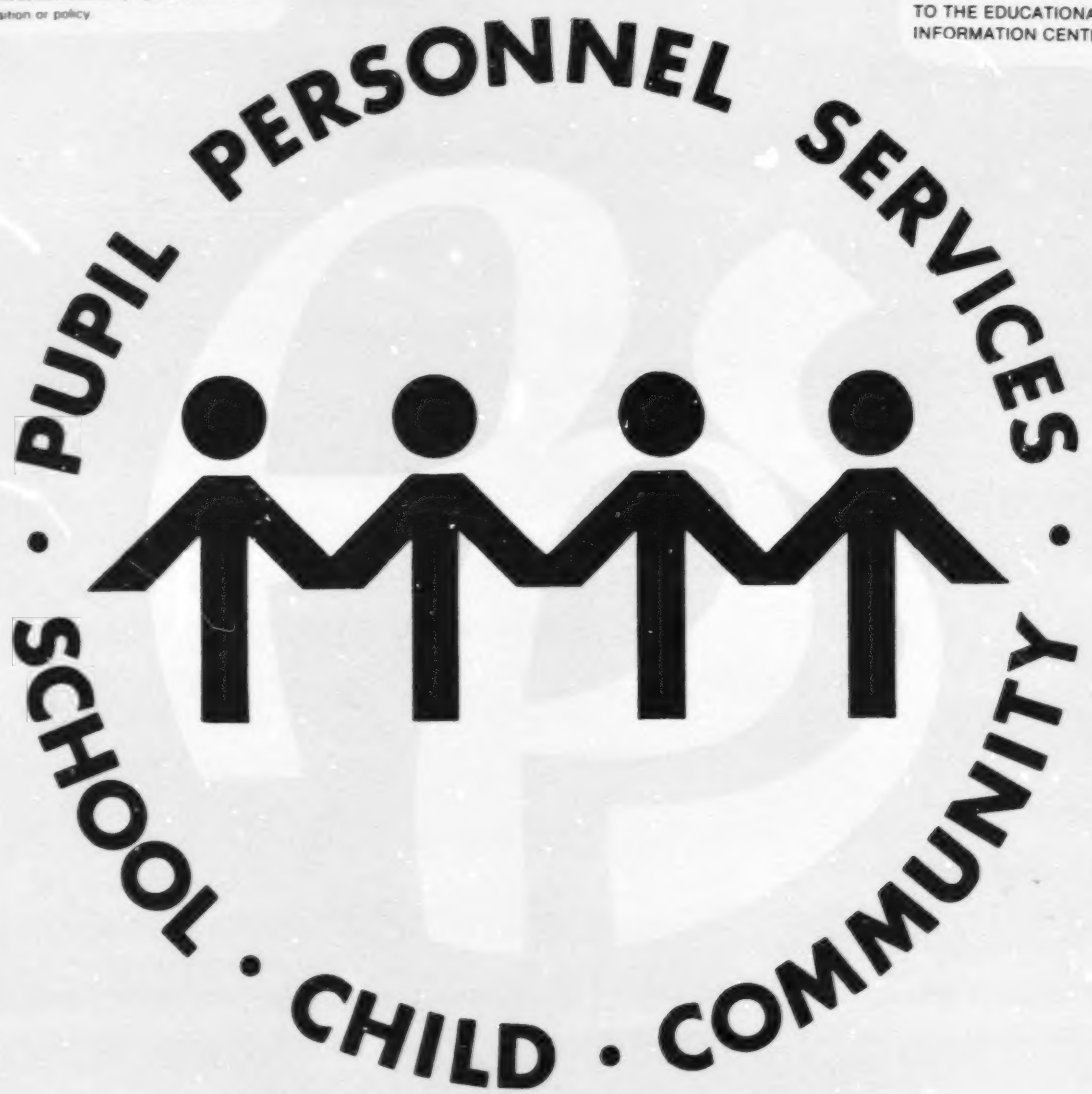
✓ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. G. Gill

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



CG017726

MANUAL FOR SCHOOL PSYCHOLOGY INTERNSHIP PROGRAMS

Neil Browning, Editor

ILLINOIS STATE BOARD OF EDUCATION

Walter W. Naumer, Jr., Chairman

Donald Gill
State Superintendent of Education

Department of Specialized Educational Services
100 North First Street
Springfield, Illinois 62777

October, 1984

CG 017726

TABLE OF CONTENTS

		Page
CHAPTER ONE:	Philosophy and Rationale for the Internship in School Psychology	1
CHAPTER TWO:	Requirements for Approval as a School Psychologist Intern	3
CHAPTER THREE:	Objectives of the School Psychology Internship and Development of the Internship Plan	7
CHAPTER FOUR:	Requirements for Approval of the School Psychology Internship Site	17
CHAPTER FIVE:	Qualifications and Requirements for the School Psychologist Intern Supervisor	20
CHAPTER SIX:	Guidelines for Evaluation of the School Psychology Internship	22
APPENDIX A:	Summary of the Procedure for a School Psychology Internship Program	26
APPENDIX B:	ISBE Form 73-44, "Application for School Service Personnel Intern Eligibility Status"	29
APPENDIX C:	Application Instructions and Timelines for School Service Personnel Internship Programs and ISBE Form 19-91, Application for School Service Personnel Internship Site/Supervisor Approval	31
APPENDIX D:	Example of an Internship Plan	37

FOREWORD

The Illinois State Board of Education is pleased to present the Manual for School Psychology Internship Programs. This document delineates the requirements and philosophical concepts of the internship program and supercede previous revisions of the manual. This manual represents a conscious effort by the Illinois State Board of Education to consolidate internship program procedures and requirements in order to improve local program understanding and capability.

Neil Browning, Consultant for School Psychology, was responsible for reviewing the previous standards; obtaining suggestions for improvement from approved university program staff, current and previous interns, field supervisors, practitioners, and others; and preparing the revised document for publication.

Donald G. Gill

Dr. Donald G. Gill
State Superintendent of Education

CHAPTER ONE

PHILOSOPHY AND RATIONALE FOR THE INTERNSHIP IN SCHOOL PSYCHOLOGY

In recent years, the rather limited role of the school psychologist as a psychodiagnostician has changed and expanded. Traditionally, school psychologists have attempted to apply psychological knowledge to the assessment and development of instructional interventions for exceptional children and youth. Today, in addition to systematically assessing the individual child, school psychologists are concerned with the provision of other school psychological services (consultation, in-service, research, and counseling) and instructional intervention procedures for the school system and community as a whole.

This role expansion has had a definite impact on the training of psychologists who wish to work in educational settings. Many graduate programs in school psychology have been established throughout the country in which students are required to take courses and be exposed to experiences outside of psychology, (particularly in such areas as general education, special education, sociology, language development and reading).

One of the early and helpful developments in the training of school psychologists was the acknowledgement by university trainers, state department personnel, and field personnel that preparation programs for school psychologists should include the study as well as the practice of professional school psychology. Therefore supervised experiences in school settings in several forms were deemed necessary in the training of a future school psychologist. The two most frequently employed types of supervised experience are practica and internships.

It is generally agreed that a school psychology internship in Illinois should be (1) a full-time, training experience in a school setting which provides an opportunity to become a professionally oriented person and a competent, adaptive school psychologist; (2) an experience to enhance development of technical skills, critical judgment, professional attitudes, responsibility, independence, communication skills, and ability to relate to others; (3) a cooperative venture among the intern, supervisor, employing district, Illinois State Board of Education and the approved university training programs; (4) a learning and training experience that stresses the quality and kind of experience available, rather than a service function to the hiring district. In the training process, there will inevitably be some services provided, however, it cannot be stressed too strongly that the primary purpose of the internship is training of the intern, rather than service to the school district.

Historically, most internships and apprenticeships in the professions and trades have attempted to preserve the status quo by transmitting an established body of knowledge and skills from one generation to the next. This was also true of the internship in school psychology. The school psychology internship was designed to permit students to consolidate academic learning and to refine their technical skills. The internship was pragmatic in the sense that it was carefully designed to meet state certification requirements. However, it also tended to perpetuate the rather limited special education referral-classification-placement function of the school psychologist. More recently, the school psychology internship

experience has been modified to reflect contemporary developments in the field of professional school psychology and is seen as an opportunity to develop and refine consultation and intervention skills as well as the child study-related functions.

CHAPTER TWO

REQUIREMENTS FOR APPROVAL AS A SCHOOL PSYCHOLOGIST INTERN

The only available route for approval as a school psychologist intern for Illinois residents as of July 1, 1981, is upon the recommendation of an Approved University Program. The Directory of Approved Programs for the Preparation of Educational Personnel in Illinois Institutions of Higher Education (1982) lists all recognized Illinois institutions. The following university graduate programs in school psychology are approved:

Eastern Illinois University
Department of Psychology
Charleston, IL 61920

Governors State University
College of Human Learning
and Development
Park Forest South, IL 60466

Illinois State University
Department of Psychology
DeGarmo Hall
Normal, IL 61761

Loyola University of Chicago
Department of Educational
Psychology
820 North Michigan Avenue
Chicago, IL 60611

National College of Education
2840 North Sheridan Road
Evanston, IL 60201

Northern Illinois University
Department of Psychology
DeKalb, IL 60115

Southern Illinois University-
Carbondale
Department of Guidance and
Educational Psychology
Carbondale, IL 62901

Southern Illinois University
Edwardsville
Department of Psychology
Edwardsville, IL 62025

Western Illinois University
Department of Psychology
Macomb, IL 61455

Directions for Students from Approved University Programs in Illinois

Each university student seeking approval as a school psychologist intern must submit ISBE Form 73-44, "Application for School Service Personnel Intern Eligibility Status." The application process entails the following.

1. Obtain a copy of ISBE Form 73-44 from the Director of the Approved University Program or a regional superintendent's office.

2. Complete all the information on the form and obtain the signature of the Director of the Approved University Program and the signature of the Authorized Official of the university and stamped with the University Seal.

3. Submit the completed application form to a regional superintendent's office.

4. The regional superintendent will submit the completed application to the Illinois State Board of Education, Certification and Placement Section.

5. Upon verification of the information on the completed application, the Certification and Placement Section will send the student a letter of approval as a school psychologist intern via the regional superintendent's office.

6. The school psychologist intern is then eligible to participate in an internship program from a site which has received approval from the Illinois State Board of Education.

An example of ISBE Form 73-44 is found in Appendix B.

Directions for Students from Out-of-State

Out-of-state candidates may apply by transcript evaluation when presenting evidence of holding a comparable school psychologist certificate issued by another state or upon completion of an NCATE program in school psychology. These candidates should submit an application for certification as a school psychologist (ISBE Form 73-03) through a regional superintendent of schools for a transcript evaluation of credits. A letter of approval as a school psychologist intern may be issued by the Certification and Placement Section if the applicant meets the above criteria and the following educational requirements:

A. The candidate must have graduated with a master's degree or higher degree in psychology or educational psychology from an institution of higher learning which maintains equipment, course of study, and standards of scholarship approved by the State Board of Education, including a minimum of fifty-six (56) semester hours of psychology or educational psychology, undergraduate or graduate.

B. The course of study must have included twenty-four (24) semester hours in the areas specified below in sections (1) and (2).

   1. The following study areas are required for certification:

      a. Individual Intellectual Assessment,
      b. Personality Theories,
      c. Personality Assessment.

   2. The remainder of the twenty-four (24) hours must be selected from at least four (4) of the following study areas:

      a. Child Growth and Development,
      b. Psychology of Learning,
      c. Psychology of the Exceptional Child,
      d. Learning Disabilities,
      e. Abnormal Psychology (Psychopathology),
      f. Counseling and Psychotherapy,
      g. Practicum in the Clinical Study of Children,
      h. Educational or Psychological Statistics.

These academic requirements are subject to change when and if amendments governing psychological services in the public schools are adopted by appropriate departments of the Illinois State Board of Education.

Out-of-state candidates are required to satisfy the Illinois required school psychology internship prior to receiving the certificate. Out-of-state candidates with previous experience may have the internship requirement reduced or waived based on the criteria below.

CRITERIA FOR WAIVER OF THE SCHOOL PSYCHOLOGY NINE-MONTH INTERNSHIP REQUIREMENT

An approved nine-month internship in the schools is a requirement for certification as a school psychologist in Illinois. The internships are training programs designed to ensure that only qualified candidates are granted certification. Some individuals with out-of-state credentials who have been approved for an internship may have the nine-month internship requirement partially or fully waived based upon their previous experience.

Interns who receive a partial waiver will be approved to do a 90-school-day internship. Individuals with appropriate experience and training from another state may qualify for a complete waiver of the internship. The following criteria must be met in order for an individual to qualify for a reduced internship or a complete waiver of the internship requirement.

A. General Criteria

1. Only experience obtained after completion of an approved master's degree or higher degree in psychology or educational psychology will be considered for waiver or a reduction of the internship.
2. Previous internship experience must have involved school-aged children in a school setting. Experience with adults is not acceptable. The experience must meet the equivalency of all requirements stated in the Manual for School Psychology Internship Programs. The internship site and the intern supervisor must also meet the equivalency of the requirements found in the Manual.
3. The internship experience must be verified in writing by the intern supervisor and the administrator of the school system which employed the intern.
4. Possession of a valid, out-of-state certificate in school psychology must be verified by the relevant State Department of Education which issued the certificate. Experience obtained while possessing a valid certificate must be verified by the administrators of the school systems or agencies which employed the applicant.

B. Criteria for Approval of a 90-School-Day Internship

1. The applicant must have successfully completed an approved university program in school psychology which meets the academic requirements as set forth by the Certification and Placement Section of the Illinois State Board of Education, and the applicant must have completed successfully an acceptable school psychology internship (see General Criteria) in another state which was a full-time experience in the schools of at least one academic semester but less than a full school year; or

2. The applicant must have had one school year of full-time acceptable experience (see General Criteria) as a certified or licensed school psychologist in another state which does not require an internship for certification.

C. Criteria for Waiver of the School Psychology Internship

1. The applicant must have successfully completed an approved university program in school psychology which meets the academic requirements as set forth by the Certification and Placement Office of the Illinois State Board of Education, and the applicant must have completed successfully an acceptable nine-month full-time school psychology internship (see General Criteria) in another state; or
2. The applicant must have at least two years of experience as a certified or licensed school psychologist in another state which does not require a nine-month school psychology internship. This experience must have been within the public school setting. The certificate or license must be the equivalent of that required for certification by the Illinois State Board of Education.

D. The Illinois State Board of Education reserves the right to require any additional qualifications or experiences as deemed necessary for specific individuals.

Individuals who feel they may qualify for a waiver or partial waiver of the Illinois school psychology internship requirement should submit the necessary documentation to the:

Consultant for School Psychological Services
Department of Specialized Educational Services
100 North First Street
Springfield, Illinois 62777

CHAPTER THREE

OBJECTIVES OF THE SCHOOL PSYCHOLOGY INTERNSHIP AND DEVELOPMENT OF THE INTERNSHIP PLAN

The primary purpose of the internship in school psychology is to facilitate the development of the school psychology intern into a competent and adaptive school psychologist [i.e., a data-oriented problem solver (Gray, 1963)].

This chapter lists eight general objectives of the internship and provides a number of suggested experiences through which each objective can be realized. School district intern supervisors are encouraged to add supplementary experiences to these lists. The intern is expected to be exposed to a sufficient variety of experiences relevant to each of the roles of the school psychologist (individual assessment, counseling with students and parents, parent education, inservice education with school personnel, consultation program evaluation, research and preventative mental health work).

This chapter also addresses the requirements in developing an internship plan which should document the accomplishment of the various goals and objectives set for each intern. The intern supervisor is expected to adapt the internship requirements to meet the unique needs of the intern since each intern brings different competencies, interests, assets and liabilities to the internship.

The skills and knowledge to be developed and enhanced during the internship experience are reflected in the following list of objectives.

A. Knowledge of Public School Organization and Operation

Rationale: The intern needs an understanding of and appreciation for the organization of the school system. A school pscyhologist should be involved in relating to and improving the entire educational program, rather than focusing entirely on the individual child. Therefore, a broad understanding of the organizational framework of the public schools is needed. The intern school psychologist should be acquainted with administrative policies, personnel practices and the roles and functions of the many specialists on the staff (i.e., child study, pupil personnel services, curriculum development, etc.). The intern should also achieve a realistic awareness of the educational processes and a knowledge of what transpires in the classroom situation so that skills needed to work effectively with teachers are developed.

Experiences which would enable the intern to meet Objective A include, but are not limited to:

1. Attending meetings of boards of education, building principals, classroom teachers, and school staff,

2. Attending meetings of all new school employees at the beginning of the school year;

3. Meeting periodically with the superintendent, building principals, and classroom teachers;

4. Meeting with the directors of curriculum, special education, instruction, and business;

5. Studying the district policy manual, The School Code of Illinois, The Rules and Regulations to Govern the Administration and Operation of Special Education, and the Illinois School Student Records Act;

6. Participating in meetings of committees established to examine areas of concern to the school, e.g., school problems committee, human relations, union meetings, etc.;

7. Observing various types of programs and classes;

8. Reading selected materials regarding public school organization.

B. Familiarization with the Multiple Roles and Functions of the School Psychologist

Rationale: Inherent in any training program is the necessity of exposing the students to the various roles and functions they will be required to perform when employed. The school psychology internship requires the intern supervisor to provide experiences which will demonstrate the many roles and functions that might be encountered once the intern is certified.

Experiences which would enable the intern to meet Objective B include, but are not limited to:

1. Discussing with the Supervisor of Psychological Services difficulties and possible solutions in organizing and administering psychological services;

2. Observing office and clerical procedures relevant to psychological services in the school;

3. Observing school psychologists in other school systems; (Temporary assignments in another school system should be arranged, if at all possible.)

4. Selecting current readings related to the multiple roles of the school psychologist;

5. Participating in the school psychologist's role in the following activities:

a. Identifying needs of the school system for special education programs,

b. Studying proposals for special education programs,

c. Developing an understanding of special needs of exceptional children among staff and community groups,

d. Formulating recommendations regarding the development and implementation of special programs,

e. Consulting with teachers, coordinators, and curriculum supervisors in special education;

6. Attending and participating in meetings of the local school psychology staff, meetings of school psychologists from neighboring districts, as well as statewide and national meetings relating to the profession;

7. Receiving training experiences at the elementary and secondary level.

C. Effective Usage of Available Community Resources

Rationale: The intern must be knowledgeable about the variety of services offered to school-aged children by professionals and agencies outside the school system. The intern is expected to develop an understanding of the role of the school and the delivery of psychological services within the context of a community and should also be aware of parent and private groups concerned with the welfare and education of children.

Experiences which would enable the intern to meet Objective C include, but are not limited to:

1. Visiting child guidance clinics, child welfare agencies, family service agencies, speech and hearing centers, juvenile courts, residential treatment centers, city and county health departments and residential centers for the blind, deaf, mentally retarded, and physically handicapped; (These visits should provide an opportunity to discuss with the director or other appropriate personnel the agency's relationship to school psychological services.)

2. Working cooperatively with community agencies and facilities; (The intern is expected to learn how and when to make referrals, procedures for obtaining and sending information about children, and the ethical considerations involved in this type of activity.)

3. Becoming familiar with state and federal services and programs, including vocational rehabilitation services, employment services, and regional programs for mental health; (School districts are encouraged to provide a library of publications describing these programs.)

4. Attending conferences with representatives of community agencies concerning such issues as educational and therapeutic planning, referral, follow-up, etc.;

5. Attending meetings and becoming involved with parent groups, such as the PTA and local associations for parents of handicapped children.

D. Development of Skills in Assessment

Rationale: Even though there is a trend towards broadening the role of the school psychologist, diagnostic evaluation and assessment remain essential functions. For example, individual psychological evaluations are a legal requirement in the determination of a child's eligibility for enrollment in a special education class for the educable or trainable mentally handicapped and the behavior disordered. Furthermore, such evaluations are usually necessary as part of the diagnostic and remedial process relative to other classifications of exceptional children. The intern must (1) have experience in the diagnostic evaluation of children presenting a wide variety of learning and/or behavior problems which will necessitate the use of a number of specific instruments; (2) develop skills in identifying factors which influence learning efficiency and classroom behavior; (3) learn how, when and why to obtain information from a variety of sources which will help present a complete and thorough appraisal of a child's school difficulties; (4) learn to integrate data from these sources into a meaningful evaluation characterized by clear communication, thoroughness, conciseness, and most important, realistic ecucationally based recommendations for treatment.

Experiences which would enable the intern to meet Objective D include, but are not limited to:

1. Systematically evaluating different handicapping conditions evidenced in children at various age levels, including mentally handicapped, physically handicapped, educationally handicapped, sensory handicapped, speech impaired, learning disabled, behavior disordered and multiple handicapped children;

2. Being exposed to a variety of referral problems including:

   a. Eligibility for early entry into school,

   b. Preschool screening programs,

   c. Eligibility for placement in special programs,

   d. Classroom management problems,

e. Children who have had difficulty in school for a number of years but whose problems and their causes have never been clearly determined,

f. Underachieving children,

g. Eligibility for placement in gifted programs,

h. Retention or promotion,

i. Student behavior;

3. Developing proficiency in the administration, scoring, and interpretation of a wide variety of diagnostic instruments and in the use of observation, behavior modification and other intervention techniques;

4. Conducting diagnostic clinical interviews with students and others;

5. Systematically observing children in various aspects of the educational program (e.g., behavioral observation and assessment in the classroom);

6. Attending and participating in seminars and workshops designed to develop specific diagnostic and behavioral analysis skills, such as testing the blind, deaf, or severely health-impaired student;

7. Conferring frequently and regularly with the supervising school psychologist regarding collection of data, interpretation, report writing, etc.

E. Development of Communication and Consultative Skills and the Ability to Engage in Teamwork Efforts

Rationale: The intern is expected to develop effective communication techniques and to participate as a member of a team of professional specialists representing a variety of skills, training, philosophies, and modes of operation.

Experiences which would enable the intern to meet Objective E include, but are not limited to:

1. Being instructed by the supervising school psychologist or administrator regarding school policies, customary channels of communication, consultation procedures, etc.;

2. Participating in formal case conferences with teachers, building principals, parents, representatives of community agencies, physicians, and specialized personnel in the school setting;

3. Conferring informally with teachers, principals, and pupil personnel services staff in the schools and developing the ability to function effectively in crisis situations,

4. Attending and participating in inservice training program for teachers and providing opportunities to discuss the role and function of the school psychologist with the school staff;

5. Working with complicated diagnostic cases requiring cooperation with a number of other specialized personnel, such as school social workers, guidance counselors, school nurses, vocational counselors, etc.;

6. Participating on a pupil personnel services team with responsibility for individual child study;

7. Observing consultative activities in other applied settings, e.g., clinics, hospitals, community agencies, etc.;

8. Providing consultation on a pre-case study referral using an indirect service delivery model.

F. Development of Individual/Group Counseling and Consultative Intervention Skills

Rationale: The intern is expected to develop skills in individual and group counseling and to provide effective interventions to remediate educational and behavior problems.

Experiences which would enable the intern to meet objective F include, but are not limited to:

1. Maintaining an individual counseling load throughout the school year including regular and special education students;

2. Providing group counseling as directed by the supervising school psychologist;

3. Applying various interviewing techniques to students and parents to identify potential problems;

4. Providing crisis intervention services to students, teachers and administrators;

5. Becoming familiar with various models of consultation such as mental health, organization-development and behavioral;

6. Developing and implementing various remediation or intervention strategies.

G. Skills in Educational Research and Evaluation

Rationale: School psychologists must find the time to examine their methods of functioning and to evaluate the effectiveness of these methods. The internship provides the ideal opportunity to establish this need and to refine the skills for such research and evaluation.

Experiences which would enable the intern to meet Objective G include, but are not limited to:

1. Assisting in the identification of critical problems which lend themselves to research;

2. Conducting research or special studies of personal interest;

3. Participating in ongoing research or evaluation studies in the schools;

4. Conducting simple, informal types of evaluation studies, such as a comparative analysis of group testing data, collection and interpretation of data from cumulative school records, etc.;

5. Interpreting research findings to teachers, parents and administrators;

6. Reviewing literature on specific research activities problems or on problems of particular interest to the intern;

7. Reading appropriate journals and texts dealing with psychological and educational research;

8. Systematically assessing the intern's own effectiveness;

9. Evaluating the effectiveness of recommended special education placements.

H. Professional Growth and Development through Continued Inservice Training, Observation, and Study, Particularly with Respect to Ethical Considerations and Legal Aspects, Related to the Practice of Professional School Psychology

Rationale: The internship experience should encourage an openness to new ideas and the seeking of new knowledge and skills to improve one's effectiveness as a school psychologist. The internship should enhance one's sense of professional commitment. Opportunities must be provided to acquaint interns with accepted ethical and professional practices and with legal aspects of school psychological functions.

Experiences which would enable the intern to meet Objective G include, but are not limited to:

1. Attending and participating in informal gatherings of school psychologists on a regional basis;

2. Affiliating with professional organizations, such as the Illinois School Psychologists Association, Illinois Psychological Assocation, National Association of School Psychologists, American Psychological Association, Illinois Council for Exceptional Children, etc.;

3. Attending meetings and conventions of professional school psychology organizations;

4. Attending and participating in meetings concerned with ethics, legal concerns, and social issues;

5. Reading selections from current professional publications regarding developments, trends and issues in the field of school psychology;

6. Developing an understanding of applicable state and federal regulations that affect the practice of school psychology;

7. Participating in inservice training programs to develop new skills and refine acquired skills;

8. Conducting inservice training programs for school personnel;

9. Becoming familiar with professional standards governing school psychology adopted by professional school psychologist associations.

Development of the Internship Plan (See Appendix D for an example)

An internship plan must be developed for each intern incorporating the skills and knowledge the intern brings to the internship. The following are specific requirements which must be addressed in every internship plan.

A. Although the written formulation of the internship plan will be left to the discretion of the intern supervisor and intern, it must contain these three elements:

   1. Goals or objectives,
   2. Specific means (activities) of accomplishing the goals or objectives,
   3. Realistic methods of evaluating the intern's progress as well as the effectiveness of the plan.

B. The internship plan must specify the experiences which will ensure the intern's fulfillment of the aforementioned Objectives A through H. These experiences should include, but not be limited to differential diagnosis, behavioral analysis and management, remediation strategies and implementation, parent and teacher consultation, inservice training, educational research and evaluation, and pupil personnel services teaming.

C. The internship plan must include exposure to the elementary as well as the secondary level. Therefore, if the intern program is in an elementary district, there must be provision for experiences at the secondary level and vice versa.

In order to ensure that school psychology interns receive appropriate experiences with students of differing ages, a minimum of 20 school days must be spent at the secondary level if the intern is employed by an elementary district. Conversely, at least 20 school days must be spent at the elementary level if the intern is employed by a secondary district. If the intern works for a unit district or special education cooperative, appropriate periods of time (not less than 20 school days) must be spent at the elementary and secondary levels.

The 20-day limit is a minimum and is not considered the amount necessary for each intern. Certainly, more time would be required for interns who do not have previous experience with a particular age range.

D. The internship plan must specify the experiences the intern will receive with the following:

1. All classifications of exceptional children,
2. All types of special education programs,
3. Children in regular education classes,
4. All Regular education programs,
5. Vocational education programs,
6. Other Title programs.

E. The internship plan must specify the manner in which the intern will be involved with non-school community agencies dealing with children and their families.

F. The internship plan must make provision for the intern to visit at least one other school system which employs a school psychologist. This could involve an exchange of interns or an assigned visit. In either case, it should allow sufficient time for familiarization with a different type of school system as well as with the role and function of the school psychologist in that system.

G. The internship plan must make provision for the intern to gain a working knowledge of the following:

1. Public school organization and operation;
2. The School Code of Illinois, specifically Articles 14 and 50;
3. The Rules and Regulations to Govern the Administration and Operation of Special Education;
4. Professional ethics for school psychologists;
5. Professional school psychology organizations.

The internship plan must be submitted for approval to the approved university training program in accordance with the established timelines. The university training program is responsible for submitting a copy of the approved plan to the Illinois State Board of Education. However, the

Illinois State Board of Education reserves the right to demand changes in the internship plan if, in fact, it is not applied in keeping with the best interests of the intern's training.

CHAPTER FOUR

REQUIREMENTS FOR APPROVAL OF THE SCHOOL PSYCHOLOGY INTERNSHIP SITE

The most important requirement for an internship program is a commitment on the part of the school administration and the school psychological services staff to the training of an intern. The intern must be a trainee first and a renderer of services second. Both the internship site and intern supervisor must be approved by the Illinois State Board of Education prior to the beginning of the internship.

ISBE Form 19-91, "Application for School Service Personnel Internship Site/Supervisor Approval," should be submitted as soon as an internship is anticipated, but no later than 30 days prior to the beginning of the internship. The Illinois State Board of Education will act as a resource along with the Approved University Programs in assisting districts with their applications. (See Appendix C for a copy of the form and application instructions.)

The following is a list of requirements for an approvable internship site.

A. The internship site must have a sufficiently diverse pupil population to ensure that the intern receives exposure to a wide variety of educational and behavioral problems as well as regular division programs. This population must include students between the ages of 3 and 21 years. The intern must receive a minimum of 20 school days of training at the elementary and at the secondary levels.

B. The internship site must utilize a pupil personnel services approach to meet student problems.

C. The internship site must have access to a special education program in which there are specific services for a variety of exceptional children and in which the intern will receive experiences involving all classifications of handicapped children and special education programs.

D. The internship site must have the services of at least two school psychologists, one of whom meets the requirements of the Illinois State Board of Education as an intern supervisor. The intern supervisor must be a full-time employee of the hiring district or cooperative which employs the intern and must provide direct school psychological services to students, parents and staff. (See Chapter Five for specific qualifications and attributes for an intern supervisor.)

E. The internship site must have a mutual agreement between the administration and the intern supervisor for offering or continuing to offer an internship program, which stresses training, not service. The intern must not be given the same work load as a certified school psychologist.

F. The internship site may hire interns only if the intern supervisor and the administration of the hiring district have agreed upon the candidates.

G. The internship site must make it possible for the intern supervisor to provide direct and personal supervision of the intern. This regulation demands that the supervisor's workload be reduced by the equivalent of one workday per week for each intern supervised. The maximum number of interns that a supervisor will be allowed to supervise at any one time is two.

H. The internship site must have access to a number of community agencies dealing with children and their families, e.g., a family casework agency, psychiatric clinic, and/or hospital.

I. The intern and the hiring district must enter into a written contractual agreement. The length of the contract should normally be for one academic year, that is, a minimum of nine months. The intern and the hiring district will be aware of the length of the internship when entering into a contractual agreement. The hiring agency must not insist upon a commitment, either verbally or in writing, from the intern in regard to employment in the district subsequent to completing the internship, nor should the intern be guaranteed employment in advance upon successful completion of the internship.

J. The intern must be on the same schedule and calendar as other full-time school psychologists on the staff during the regular school year. When appropriate to training and if not in opposition to district policy or negotiated agreements, the intern is expected to participate in meetings and programs beyond the normal workday and week in the same manner expected of other professionals. The intern is expected to meet these demands without concern for an hourly schedule.

K. The intern's travel must be reimbursed consistent with district policies for certified school psychologists.

L. The intern and the intern supervisor must attend the required internship meetings of the Illinois State Board of Education. The intern is also expected to attend the annual conference of a professional school psychology association.

M. The intern must be provided with the same time and expense allowance for meetings as are full-time staff school psychologists. Whenever possible, the intern should be given additional time for such meetings. This requirement is based upon the nature of the intern's position and training. If the intern desires to attend additional meetings, a possible compromise might be to allow time, but not funding.

N. The hiring district must ensure that the intern has all the necessary clerical and professional supplies and equipment to be adequately trained. The intern will require secretarial help in order to work effectively and must be provided with private or semi-private office space, including a telephone.

Space must be available in an office for filing of correspondence and case records, for a professional library, and for storage of test supplies and equipment. The intern must be provided with use of office equipment, such as tape recorders and duplicating and dictating equipment. Space for interviewing and testing must be provided in each school building. This space must be private, quiet, and free from interruptions.

These specifications are in no way different from the expectations for regular staff members, but are often overlooked when considering the needs of the psychological services program.

Exceptions to the Above Regulations

In rare instances, exceptions to the above regulations will be allowed. The procedure for requesting exceptions is as follows.

1. Submit a request for exception in writing to the Department of Specialized Educational Services, Illinois State Board of Education.

2. Requests for exceptions will be forwarded to the Consultant for School Psychological Services who will review the request and make recommendations to the Manager of the Program Approval Section.

3. The decision of the Manager of the Program Approval Section will be final.

CHAPTER FIVE

QUALIFICATIONS AND REQUIREMENTS FOR THE SCHOOL PSYCHOLOGIST INTERN SUPERVISOR

It is essential that the school psychologist intern supervisor possess specific skills and knowledge essential for a successful school psychology internship experience. This chapter discusses specific qualifications that are required in order for an individual to be approved as an intern supervisor. Desirable features of an intern supervisor are also suggested. (See Appendix C for application procedures.)

Qualifications and Requirements:

A. Possession of a current School Service Personnel Certificate (Type 73) with a school psychologist endorsement in the State of Illinois.

B. Successful completion of any training workshops required by the Illinois State Board of Education for school psychologist intern supervisors.

C. A minimum of two academic years of experience as a certified school psychologist in Illinois. In some instances, it may be necessary to require more than two years of experience if so determined by the Department of Specialized Educational Services following evaluation of the qualifications of individual candidates.

D. The intern supervisor must be employed as a full-time school psychologist in the district or cooperative hiring the intern and provide direct school psychological services to students, parents and staff. School psychologists employed on a contractual or casework basis will not be approved as intern supervisors.

E. Previous employment of the school psychologist in the hiring district or cooperative for a period of at least one school year prior to the hiring of the intern. The employment must have been full-time in the hiring district or cooperative.

F. Employment in a district or a cooperative which has the services of at least two or more certified school psychologists. Districts that employ only one school psychologist will be considered for approval if supplementary services are provided by a joint agreement.

Desirable Features of Intern Supervisors:

A. Ability to work independently.

B. Ability to provide a model of professional ethics and responsibility to the intern.

C. Ability to communicate effectively and to consider opinions and beliefs of the intern and other professional persons with whom they come in contact.

D. Ability to work effectively with members of other disciplines in the school and community.

E. Ability to develop a plan of supervision for an intern, taking into consideration the intern's skills and needs, as well as the state and local requirements for an internship.

F. Ability and willingness to support the intern in difficult situations.

G. Knowledge of specific areas of exceptionality in terms of educational, social, and vocational needs and limitations.

H. Knowledge of referral sources and other resources in the community.

I. Knowledge of The School Code of Illinois, the Rules and Regulations to Govern the Administration and Operation of Special Education, and other state laws and regulations pertaining to pupil personnel services.

J. Ability to supervise the work of interns according to the highest standards of thoroughness, competence, ethics, and interprofessional relationships.

K. Membership in at least one state and national school psychology organization.

L. Active participation in a regional school psychology organization.

M. Evidence of keeping abreast of new methods, techniques, and developments in school psychology through attendance at formal workshops or enrollment in college courses (one workshop or course every two years), or in a continuing professional development program of a professional school psychological organization.

N. Thorough knowledge of professional standards and ethics.

CHAPTER SIX

GUIDELINES FOR EVALUATION OF THE SCHOOL PSYCHOLOGY INTERNSHIP

The purpose of evaluation is to determine strengths and weaknesses of what is being evaluated and to indicate ways of effecting improvement. Evaluation is the process of (1) agreeing upon standards, (2) determining whether a discrepancy exists between what "ought to be" and "what is," and (3) using discrepancy information to identify the weaknesses of what is being evaluated.

There are several principles which should be reflected in any evaluation program. They include the following.

A. Evaluation must be a continuous, ongoing process: All aspects of the program should be under scrutiny at all times. Informal evaluation should occur on a day-to-day basis and should be communicated openly and quickly. It must not be "reserved" for discussion at formal evaluation times. Informal evaluation is just as important and perhaps more important than formal evaluation.

B. Evaluation must be multidimensional: Evaluation must be undertaken by all who are associated with the program. An evaluation procedure should include assessment of all aspects of the internship program--the intern, the supervising psychologist, and the program itself.

   Evaluation should be accomplished by all parties concerned--the supervisor, the intern, the local school administration, the Approved University Program and the Illinois State Board of Education. To add still another dimension, this evaluation should be done prior to the internship, during the internship, and after the internship. In summary, evaluation should be made (1) of the intern, the supervisor, and the program; (2) by the supervisor, school administration, the Approved University Program and the Illinois State Board of Education; and (3) within three time periods--prior to, during, and after the internship. Thus, there are three dimensions: "evaluation of," "evaluation by," and a "time" dimension.

C. Evaluation must be open and honest: All parties evaluating and being evaluated must function in an open and professionally honest manner. All parties should be fully aware of how they have been evaluated. There must be a face-to-face communication aimed at eliminating or minimizing problems and limitations brought out by the evaluation. Evaluations must never be vindictive and should not be based on subjective or personality factors. The "nice guy" approach should also be avoided. There is a professional obligation to ensure that individuals involved in the internship program and the quality of the internship program are of the highest possible professional standards.

D. Evaluation may consist of a narrative evaluation and/or evaluation based on an objective rating scale: The narrative evaluation permits the supervisor to relate the evaluation to the plan of supervision submitted for approval to the Approved University Program and the Illinois State Board of Education. Rating scales help structure the thinking of the evaluator and also provide a ready means of determining progress or lack of progress from one evaluation period to another on a number of variables.

Evaluation of the Intern: The Approved University Program supervisor and the intern supervisor must each monitor the progress of the intern during the internship. However, the Approved University Program has the ultimate responsibility for the development of a process to evaluate the intern. There are some assurances that should be incorporated into this process. These assurances include the following.

A. The intern's educational and experiential needs are carefully evaluated prior to receiving approval to participate in an internship program.

B. The evaluation is designed to document that the objectives established in the internship plan are met.

C. There is an early assessment of strengths and weaknesses of the intern, and the internship plan is modified to accommodate these strengths and weaknesses.

D. There is ongoing informal, day-by-day evaluation which is communicated to the intern.

E. A formal written evaluation is submitted to the Approved University Program in accordance with university procedures and timelines. The formal evaluation should be:

1. clear, concise, and thorough; (A short paragraph indicating that satisfactory progress is being made is not sufficient.)

2. written to indicate the progress or lack of progress since the last evaluation was submitted;

3. shown to and discussed with the intern prior to submission;

4. signed by the intern prior to submission. Any evaluation submitted by the intern supervisor which has not been signed by the intern should not be accepted and should be returned for the intern's signature.

F. The intern has the right to redress if he/she believes the evaluation is inappropriate by submitting a written reaction along with the supervisor's evaluation.

G. In cases where the intern is not making satisfactory progress, the intern should be made aware of the problem(s) for a period of time before the final programmatic evaluation.

Final Programmatic Evaluation of the Internship: The final programmatic evaluation of the internship should assess the intern, the site, the supervisor and the internship program as a whole. The intern, the intern supervisor, and the Approved University Program supervisor should each assess all aspects of the internship program. A copy of the final programmatic evaluation of the internship must be submitted to the Illinois State Board of Education, Internship Coordinator before certification can be granted.

Some of the specific criteria that should be included in the final programmatic evaluation follow.

A. Were the educational and experiential needs of the intern met during the internship?

B. Were the objectives outlined in the internship plan met?

C. A clear statement as to whether or not certification as a school psychologist is recommended. This evaluation must contain one of the three following recommendations:

1. Recommendation for certification without conditions,

2. Recommendations for nonissuance of certificate without conditions,

3. Recommendation for nonissuance of certificate with conditions. (For example, extend the internship, or specific types of additional experiences or course work, or any other conditions which the intern supervisor believes will be necessary before he/she can recommend the intern.)

It is not possible to recommend issuance of a certificate with conditions. In cases where the intern is not recommended for issuance of the certificate, the intern may appeal the recommendation through the appeal procedures at the Approved University Program.

Although there are no required evaluations by the administration during the internship, the Illinois State Board of Education encourages expression of concerns and problems of the administration regarding any phase of the internship program.

Follow-up Evaluations: The Approved University Program will do follow-up evaluations of former students according to university policies. These evaluations will become a part of the document review conducted by the Illinois State Board of Education, Teacher Education and Program Approval Section.

Evaluation of the Site and Intern Supervisor: The Illinois State Board of Education, Department of Specialized Educational Services has the responsibility to assure that the site and intern supervisor meet the criteria listed in Chapters Four and Five of this Manual. The internship site and intern supervisor are evaluated through:

A. The "Application for School Service Personnel Internship Site/Supervisor Approval" (ISBE Form 19-91) process,

B. The final programmatic evaluation of the internship program,

C. Periodic on-site evaluations conducted by staff of the Illinois State Board of Education, Department of Specialized Educational Services.

Evaluation of the Approved University Program: The Illinois State Board of Education, Teacher Education and Program Approval Section is responsible for the evaluation of the Approved University Program. This evaluation is accomplished through:

A. The initial proposal submitted by the university to seek approval from the Teacher Certification Board to provide an Approved Program,

B. The final programmatic evaluation of the internship program,

C. Periodic evaluation of documents submitted by the Approved Program,

D. Periodic on-site review of the Approved Program.

APPENDIX A

Summary of the Procedure for a School Psychology Internship Program Leading to Certification as a School Psychologist

By Entitlement (Approved University Programs)

For candidates completing an Illinois Approved University Program for school psychologist certification in Illinois.

Length of Internship: Nine Months.

A. The candidate selects a Teacher Certification Board Approved Program for School Psychology.

B. Approved Program Requirements: The Approved Program evaluates the candidate's educational and experiential needs and provides the educational coursework to complete the requirements for school psychologist certification.

C. Eligibility for Internship: When the candidate is eligible for the internship experience, the Approved Program provides an authorized copy of "Application for School Service Personnel Internship Eligibility Status (ISBE Form 73-44).

   1. The candidate completes the form and submits it to a regional superintendent's office.

   2. The regional superintendent's office reviews the form and submits it to the Illinois

By Transcript Review

For candidates who hold an out-of-state certificate as a school psychologist and/or have completed an NCATE Approved program in school psychology and meet all the educational requirements except the internship; or Illinois residents who applied for the school psychologist certificate prior to July 1, 1981.

Length of Internship: Nine Months

A. The candidate applies for certification through a Regional Superintendent's office.

B. Transcript Evaluation: The State Board of Education, Certification and Placement Section evaluates the candidate's educational and experiental needs and issues an approval letter indicating the need for an internship.

C. Selection of Site and Supervisor: The approved intern selects an approved or approvable internship site and supervisor

D. Site and Supervisor Approval: See Column 1, F.

E. Letter of Approval for Site/Supervisor. See Column 1, G.

F. Internship Plan: The intern and the intern supervisor develop the internship plan in accord with the guidelines listed in the Manual for School Psychology Internship Programs.

State Board of Education, Certification and Placement Section.

D. Approval to Serve an Internship: The Illinois State Board of Education, Certification and Placement Section issues the candidate a Letter of Approval to Serve a School Psychology Internship.

E. Selection of Site: The approved intern selects an approved or approvable site and supervisor.

F. Site/Supervisor Approval: An "Application for School Service Personnel Internship Site/Supervisor Approval" (ISBE Form 19-91) should be completed and forwarded to the Illinois State Board of Education Internship Coordinator no later than 30 days before the start of the internship.

G. Letter of Approval for Site/Supervisor: The Illinois State Board of Education Department of Specialized Educational Services, Program Approval Section issues a Letter of Approval for the Internship Site/Supervisor.

H. Internship Plan: The Approved University Program supervisor, the school psychologist intern supervisor and the intern establish an internship plan in accord with the guidelines listed in the Manual for School Psychology Internship Programs.

1. The Approved University Program forwards copies of the letter approving the internship plan including the starting and proposed ending

1. The internship supervisor submits a copy of the internship plan to the Illinois State Board of Education Internship Coordinator no later than 15 days after the start of the internship.

2. The Illinois State Board of Education sends a letter to the intern supervisor indicating that the internship plan is approved and listing the schedule of when evaluations or progress reports on the intern are due.

3. The internship plan and evaluation procedures are implemented as approved.

G. Final Programmatic Evaluation: See Column 1, I.

H. Eligibility For Certification: Upon receipt of the programmatic evaluation and a recommendation of certification for the intern, the Internship Coordinator will send a letter to the intern indicating that the state-required internship has been completed. If the intern has successfully met all of the other requirements for certification, the intern will be issued a Type 73, School Service Personnel Certificate, with an endorsement as a school psychologist, through the regional superintendent's office where the original application for the certificate was made.

date of the internship to the Illinois State Board of Education Internship Coordinator no later than 30 days after the start of the internship.

2. The Illinois State Board of Education will notify the internship site that all components of the internship program are approved.

3. The internship plan and evaluation procedures are implemented in accord with the procedures of the Approved University Program.

I. Final Programmatic Evaluation: A copy of the final programmatic evaluation must be forwarded to the Illinois State Board of Education Internship Coordinator before certification will be granted.

J. Eligibility for Certification: When the candidate has successfully completed the internship and any other university requirements, The Approved Program:

1. notifies the Illinois State Board of Education, Certification and Placement Section of the candidates eligibility to apply for a certificate.

2. provides the candidate with an authorized Application for Certificate. (ISBE Form 73-03)

K. The candidate applies for certification through a regional superintendent's office.

APPENDIX B
ISBE Form 73-44

Application for School Service Personnel Intern
Eligibility Status

ILLINOIS STATE BOARD OF EDUCATION
Department of Professional Relations
Certification and Placement Section
100 North First Street
Springfield, Illinois 62777

APPLICATION FOR SCHOOL SERVICE PERSONNEL INTERN ELIGIBILITY STATUS

INSTRUCTIONS: Please print or type. Complete this form and mail to the Regional Superintendent of Schools in the county where you reside. DO NOT *send these forms to the Illinois State Board of Education.* (There is no fee required for this Application.)

SECTION I — To be completed by applicant.

NAME OF APPLICANT (Last - First - Middle - Maiden)	SOCIAL SECURITY NUMBER
MAILING ADDRESS	PHONE (Area Code)
HOME ADDRESS (if different from above)	PHONE, if different (Area Code)

SEX ☐ Male ☐ Female	BIRTHDATE	BIRTHPLACE
U.S. CITIZEN ☐ Yes ☐ No	If foreign born, must file evidence of naturalization or intent to become a citizen.	Citizenship Number _____

Attach written explanation for each "yes" answer:

☐ Yes ☐ No Have you ever been convicted of a felony?
☐ Yes ☐ No Have you ever had a certificate suspended?
☐ Yes ☐ No Have you ever had a certificate revoked?
☐ Yes ☐ No Is revocation or suspension pending?

If you currently hold an Illinois Certificate, give the

TYPE	NUMBER

Application is for:

☐ SCHOOL NURSE INTERN ELIGIBILITY

☐ SCHOOL PSYCHOLOGIST INTERN ELIGIBILITY

☐ SCHOOL SOCIAL WORKER INTERN ELIGIBILITY

I do hereby affirm that the information provided above is true, correct and complete.

_____ _____
Date *Signature of Applicant*

NOTE TO APPLICANT:
If intern eligibility is granted, it is the responsibility of the applicant to find an internship site. Check with your university for a listing of approved sites. The internship site must submit an "Application for School Service Personnel Internship Site/Supervisor Approval" (form ISBE 19-91) and receive approval from the Department of Specialized Educational Services prior to the beginning of the internship program. A training plan must be approved by the university program and be submitted to the Department of Specialized Educational Services during the first thirty (30) days of the internship program. The school district must submit a "Request for Approval of Other Special Education Personnel" (form ISBE 73-42) to expend local, state or federal funds.

SECTION II — To be completed by the Illinois teacher education institution approved to train school service personnel by the State Teacher Certification Board.

The applicant has met the academic requirements of the approved school service personnel program and is recommended for approval to participate in an intern hip program.

[SEAL]

_____
Institution Submitting Application

_____ _____ _____ _____
Date *Signature of Program Director* *Date* *Signature of Authorized Official and Seal of Institution*

I recommend intern eligibility.

_____ _____ _____
Date *Signature of Illinois Regional Superintendent* *County*

ISBE 73-44 (12/83) WHITE - Certification and Placement Section PINK - Educational Service Region
BLUE - Specialized Educational Services YELLOW - University/Applicant

APPENDIX C

Application Instructions and Timelines for School Service Personnel Internship Programs

and

ISBE Form 19-91, "Application for School Service Personnel Internship Site/Supervisor Approval"

These instructions are intended to facilitate the application process and meet the requirements for the school service personnel internship program (ISBE Form 19-91). Since July 1, 1981, Illinois residents desiring to become school personnel workers within Illinois must graduate from an Approved University Program. As a result, most school service personnel interns will have their internships coordinated and monitored by an Approved University Program. The respective Manuals for Internship Programs (School Nurse, School Psychology, School Social Work) detail the programmatic requirements necessary to receive approval to participate in the internship program. These instructions essentially reiterate those found in the Manuals.

I. Application for Approval of Site and Supervisor (Refer to ISBE Form 19-91)

A. This form is used for both site and supervisor approval.

B. Chief Administrator refers to the individual who is authorized by the School Board to offer a contract to an intern.

C. Intern supervisor information is to be documented under Section I, Identifying Information.

1. The appropriate code for the intern supervisor is located at the bottom of the application form.

2. The address and telephone number required for the intern supervisor should be the primary work location.

3. Years Experience as School Service Personnel Worker are those years in which full-time services were provided as a certified school service personnel worker within Illinois. (A minimum of two years experience as a school service personnel worker, including full-time employment during the last school year in the district is a prerequisite for intern supervisor approval.)

D. If the prospective intern is known when completing the application for site/supervisor approval, the intern's address and telephone number at the primary work location should be indicated. Also include the name of the Approved University Program.

1. The appropriate code for the intern is located at the bottom of the application form.

2. An intern should not be hired unless he/she has received the intern approval letter issued by the Certification and Placement Section of the Illinois State Board of Education. The approval letter will indicate whether the intern is from an Approved University Program, or whether the approval is based on a review of the intern's transcript or credentials.

3. Reimbursement for the internship program will only be granted after the site, supervisor, and internship plan have been approved. The district shall assume total financial responsibility incurred as a result of hiring an intern prior to receiving site/supervisor approval from the Illinois State Board of Education or hiring an intern who has not received the intern approval letter from the Certification and Placement Section.

E. The proposed starting and ending dates for each type of internship should be indicated. If there are different starting or ending dates for the same type of intern, a separate sheet indicating these dates should be submitted.

F. The number of staff for each school service personnel discipline must be indicated regardless of whether an internship is being sought for that discipline.

G. Site information should be documented under Section II, Description of Program Site. Additional pages should be attached if needed to adequately describe the program variables.

H. Program assurances and the required signatures should be completed under Section III, Program Assurances.

II. Dates for Submission of Application for Site and Supervisor Approval (ISBE Form 19-91)

All applications should be submitted 30 days prior to the start of the internship; however, it is highly recommended that applications be submitted as early as June 1, for those districts anticipating an internship program for the following school year. It is not necessary to have an intern under contract to submit an application for site/supervisor approval. However, the number of anticipated interns and the proposed starting and ending dates of the internship must be completed on the application.

III. Internship Plans and Other Requirements for Those Interns from Approved University Programs

A. The approved university training program is responsible for receiving and approving the internship plan.

1. The internship plan must include on the first page:

a) Intern's name,
b) Intern's social security number,
c) Intern's starting and proposed ending dates in district or joint agreement.

2. The internship plan should be developed jointly by the intern supervisor, intern and the Approved University Program and meet the programmatic requirements of the respective internship Manuals.

3. The Approved University Program must submit to the Illinois State Board of Education during the first thirty (30) days of the internship program a copy of the letter tentatively or unconditionally approving the internship plan including the starting and proposed ending dates of the internship.

4. The Illinois State Board of Education shall notify the school district or joint agreement that the internship program (site, supervisor, and internship plan) is approved after receipt of the Approved University Program's letter approving the internship plan.

5. Failure to meet the above conditions could result in delays or nonreimbursement for the internship program.

B. The Approved University Program is responsible for receiving and approving the intern's progress reports according to university policies.

C. The Approved University Program shall assume responsibility for monitoring the progress of the intern in accordance with the internship plan. Questions regarding the training of the intern should be addressed to the university supervisor.

D. The Illinois State Board of Education shall be responsibile for monitoring the site and supervisor.

E. Upon completion of the internship program, a final programmatic evaluation, describing the interns progress and the strengths and weaknesses of the internship program, jointly developed by the intern supervisor, intern and university supervisor must be submitted to the Department of Specialized Educational Services before certification can be granted.

IV. Internship Plans for Those Interns Not from an Approved University Program

The internship plan must include on the first page:

a) Intern's name,
b) Intern's social security number,
c) Intern's starting and proposed ending dates in district or joint agreement.

B. The internship plan should be developed jointly by the intern supervisor and intern.

C. Internship plans must be submitted to the Illinois State Board of Education and receive at least a tentative approval no later than fifteen days after the beginning of the internship in order for the internship to be approved for reimbursement.

D. Reports on the intern's progress must be submitted to the Illinois State Board of Education according to the schedule outlined in the letter approving the internship plan.

V. Reimbursement

School service personnel interns qualify for special education reimbursement as a "professional worker" under Article 14-1.10 of The School Code of Illinois.

Internship sites should submit a "Request for Approval of Other Special Education Personnel, ISBE Form 73-42" using the appropriate approval area code for each school service personnel intern. The approval is necessary for the position to qualify for special education personnel reimbursement on ISBE Form 50-44. Please refer to the Special Education Certification and Approval Requirements and Procedures and the Instructions for Completing "Special Education Personnel Employed" for further clarification.

All applications, internship plans and programmatic evaluations should be addressed to:

Illinois State Board of Education
Department of Specialized
Educational Services
c/o Internship Coordinator
100 North First Street
Springfield, Illinois 62777

DLN/3258I

ILLINOIS STATE BOARD OF EDUCATION
Department of Specialized Educational Services
Program Approval Section
100 North First Street
Springfield, Illinois 62777

Check Type(s) of Internship(s) Requested
- ☐ School Nurse (PNI) - 9 month
- ☐ School Nurse (PNA) - 9 week
- ☐ School Psychologist (PSP)
- ☐ School Social Worker (PSW)

APPLICATION FOR SCHOOL SERVICE PERSONNEL INTERNSHIP SITE/SUPERVISOR APPROVAL

INSTRUCTIONS: Please complete each item and return to the above address to the attention of the School Service Personnel Internship Coordinator. This application must be submitted 30 days prior to the start of the proposed internship.

I. IDENTIFYING INFORMATION

NAME OF DISTRICT OR JOINT AGREEMENT	PHONE

ADDRESS

NAME OF CHIEF ADMINISTRATOR	TITLE	PHONE

ADDRESS

NAME(S) OF INTERN SUPERVISOR(S)*	CODE**	WORK ADDRESS / Work Telephone	SOCIAL SECURITY NUMBER	YEARS EXPERIENCE AS SCHOOL SERVICE PERSONNEL WORKER	YEARS EXPERIENCE IN DISTRICT
		( ) -			
		( ) -			
		( ) -			
		( ) -			
		( ) -			

NAME(S) OF INTERN(S)* (if known)	*** CODE	WORK ADDRESS	WORK TELEPHONE NO.	SOCIAL SECURITY NUMBER	UNIVERSITY PROGRAM

	SCHOOL NURSE 9 Month -- PNI	SCHOOL NURSE 9 Week -- PNA	SCHOOL PSYCHOLOGIST PSP	SCHOOL SOCIAL WORKER PSW
PROPOSED STARTING DATE OF INTERNSHIP				
PROPOSED ENDING DATE OF INTERNSHIP				

	SCHOOL NURSES	SCHOOL PSYCHOLOGISTS	SCHOOL SOCIAL WORKERS
NUMBER (FTE) CURRENTLY ON STAFF			
NUMBER (FTE) EXPECTED ON STAFF DURING INTERNSHIP YEAR			
NUMBER OF INTERNS EXPECTED TO BE TRAINED			

* Attach additional pages as needed
** SN - School Nurse; SP - School Psychologist; SSW - School Social Worker
*** PNI-School Nurse -9 mo.; PNA-School Nurse -9 wk.; PSP -School Psychologist; PSW-School Social Worker

ISBE 19-91 (1.84)

II. DESCRIPTION OF PROGRAM SITE*

A. PUPIL POPULATION (Include age range, district type, size, community demographics, etc.)

B. SPECIAL EDUCATION PROGRAM [Include types of programs, services available by a) district and b) joint agreement.]

C. COMMUNITY AGENCIES (Indicate agencies and services with which the intern(s) will most likely have involvement.)

D. PREVIOUS INTERNSHIP PROGRAMS (Indicate dates and discipline types.)

III. PROGRAM ASSURANCES

YES	NO	Approval can only be granted if all assurances are marked "yes".
☐	☐	A. Each intern supervisor is a full-time employee of the hiring district or joint agreement.
☐	☐	B. The administration and intern supervisor(s) have mutually agreed to provide the internship program.
☐	☐	C. The administration and intern supervisor(s) will jointly agree on the intern(s) selected.
☐	☐	D. Each intern is under contract during the term of the internship.
☐	☐	E. The administration will insure that each intern supervisor provides direct and personal supervision of the intern, including the reduction of the supervisor's workload as per the ISBE programmatic guidelines for each FTE intern supervised.
☐	☐	F. The maximum number of interns each intern supervisor will supervise at any one time is <u>two</u>.
☐	☐	G. The administration and supervisor are committed to the training of the intern and will not utilize the intern as a certified employee.
☐	☐	H. The internship plan will be developed through the collaborative efforts of the intern, intern supervisor and the university program.
☐	☐	I. The administration and supervisor will ensure that all the experiences identified in the internship plan are provided.
☐	☐	J. The administration will ensure that the supervisor(s) and intern(s) attend the required meetings conducted by the Illinois State Board of Education.
☐	☐	K. The administration and supervisor will ensure that each intern is provided adequate supplies, facilities, and other support services.
☐	☐	L. The administration will ensure that all ISBE programmatic guidelines are followed in accordance with the respective Manuals covering each type of internship.
☐	☐	M. A final programmatic evaluation shall be submitted to the ISBE upon completion of the internship.

Date	*Signature of Chief Administrator*	*Date*	*Signature of Intern Supervisor*
Date	*Signature of Intern Supervisor*	*Date*	*Signature of Intern Supervisor*
Date	*Signature of Intern Supervisor*	*Date*	*Signature of Intern Supervisor*

* *Attach additional pages as needed.*

APPENDIX D

Example of Internship Plan

Intern's Name:
Social Security:
Starting Date:
Proposed Ending Date:
Supervisor:

INTERNSHIP PLAN

JOLIET PUBLIC SCHOOLS

DISTRICT #86

(Reproduced with permission)

GOALS & OBJECTIVES	ACTIVITIES & RESPONSIBILITIES	EVALUATION	STATUS OF ACTIVITIES
A. The School Psychologist Intern will acquire a working knowledge of the public school organization and operation - specifically those in Joliet.	1. Attend at least two of the meetings of the School Board. 2. Attend building staff meetings whenever possible. 3. Read and discuss materials regarding public organization and policy. a. The School Code of Illinois. b. Illinois Rules and Regulations to Govern the Administration and Operation of Special Education. c. Family Educational Rights and Privacy Act of 1974. d. P.L. 94-142 e. Section 504 of the Rehabilitation Act f. Policy and Position Guide for Employees of Joliet District #86. 4. Visitation and observation of High School Programs in Joliet (Regular & Special). 5. Consultation with the Dept. of Curriculum and Instruction and with the various coordinators of special education programs for Dist. #86 and the High School.	1. Observation of and conference regarding attendance. 2. Conference with building personnel and Intern regarding attendance. 3 - 5. Discussion of and observation of use of information and concepts gained from these activities and readings. 6. Discussion of and observation of use of information gained from this participation.	

GOALS & OBJECTIVES	ACTIVITIES & RESPONSIBILITIES	EVALUATION	STATUS OF ACTIVITIES
	6. Participation in and observation of the development of new programs, policies, and procedures for District #86.		
B. The Intern will gain knowledge of the relationship of special education programs to the general education programs.	1. Observation and involvement in various types of special education and regular education programs including self-contained classrooms and resource rooms. <u>Self-contained</u> a. Preschool programs: non-categorical, Title I, Bilingual and Hearing Impaired. b. EMH - primary, intermediate, junior high, and high school levels. c. TMH - all age levels. d. B.D. - elementary, junior high, and high school levels. e. L.D. - elementary and junior high levels. f. All Day Kindergarten, Diagnostic Kindergarten. g. Autistic - Primary and Intermediate levels. h. Multihandicapped, Elementary level. i. Regular classroom programs - Kindergarten thru 12. j. Individual Education Programs. Grade 1-5.	1. Evaluation depends on the extent and type of involvement - specified under later goals and objectives. 2. Conference with Intern regarding observations and experiences. 3. Conference with building personnel and Intern regarding attendance. 4. Discussion of and observation of use of information and concepts gained from these involvements.	

GOALS & OBJECTIVES	ACTIVITIES & RESPONSIBILITIES	EVALUATION	SATUS OF ACTIVITIES
	Resource a. L.D. - all age levels except preschool. b. B.D. - all age levels except preschool. c. E.H. - all age levels except preschool. d. EMH - elementary and junior high levels. e. Visually Handicapped - elementary and junior high levels. f. Hearing Impaired - elementary and junior high levels. g. Physically Handicapped - elementary and junior high levels. h. Bilingual - elementary and junior high levels. i. Speech Therapy programs - all age levels. j. Title Reading and Math programs - elementary and junior high levels.		
C. The Intern will become familiar with the role and function of the School Psychologist and his place in the organization of the school district.	1. Discussions with the Coordinator of Diagnostic and Related Services and the Assist. Super., Div. Special Services, regarding organization and administration of psychological services. 2. Attendance at monthly meetings of Diagnostic & Related Services Staff and bi-monthly meetings of psychology staff.	1. Conference with Intern regarding information and observations. 2. Discussion of and observation of use of information gained from the various activities included in this section. 3. Observation of the Intern's handling of the clerical tasks included in this section, and confer-	

GOALS & OBJECTIVES	ACTIVITIES & RESPONSIBILITIES	EVALUATION	STATUS OF ACTIVITIES
	3. Function as part of the office and clerical procedure. Communicates needs to secretaries, performs paperwork, setsup staffings, conferences, etc., relative to providing psychological services to the schools.	ences with others such as secretaries and Building Principals as to clarity and efficiency or appropriateness of handling.	
	4. Attendance at I.S.B.E. Intern meetings.	4 - 6. Observation and discussion of attendance.	
	5. Attendance at I.S.P.A. and I.P.A. meetings.	7. Discussion and observation of use of information gained from this reading.	
	6. Visitation and discussion with other members of the Psychology Staff at the Elementary and High School levels.	8. Observation of in-service activities and discussions regarding effectiveness of presentation with participants.	
	7. Reading and discussion of ethical principles for school psychologists as adopted by I.S.P.A. (CF ISPA "Alert" 12/81).		
	8. Involvement in special in-service programs designed to develop an understanding of the needs of exceptional children among staff and community groups.		

GOALS & OBJECTIVES	ACTIVITIES & RESPONSIBILITIES	EVALUATION	STATUS OF ACTIVITIES
D. The Intern will develop skills in administration, scoring, and interpretation of a wide variety of diagnostic instruments for individual assessments of children in all areas of exceptionality and at all age levels in such a manner that other psychologists examining the same child would obtain similar results.	1. Utilization of standard psychometric and psychological techniques in the areas of intelligence, personality, language, visual-perceptual development, and achievement. 2. Discussion of various tests and techniques with staff psychologists. 3. Discuss and review the protocols administered with staff psychologists. 4. Confer weekly with the supervising psychologists regarding the collection of data, its interpretation, and report writing. 5. Confer with parents, teachers, and other multidisciplinary team members regarding findings.	1 - 3. Observation and review of testing, test protocols, and discussion of the appropriateness of various tests, their scoring and interpretation. 4. Review of the data, its interpretation, and its presentation in report form. 5. Observation of the Intern reporting test data and its interpretation to parents and other school personnel.	
E. The Intern will develop skills in conducting diagnostic interviews and providing consultative services to parents and school personnel.	1. Diagnostically and systematically observe children in various aspects of the educational program. 2. Identify factors which influence learning efficiency and classroom behavior.	1 - 2. Review of the data collected and its presentation in report form, if necessary. 3. Observation and discussion of consultative and interview contacts.	

GOALS & OBJECTIVES	ACTIVITIES & RESPONSIBILITIES	EVALUATION	STATUS OF ACTIVITIES
	3. Interview parents, the child, school personnel, community agencies, etc., in order to supplement existing information concerning the child.	4. Review effectiveness of recommendations by discussing the results of the consultation and/or interview with personnel	
	4. Consult with parents, teachers, principals, community agencies, etc., regarding a particular child's educational adjustment problems.	5. Discussion of and observation of use of information gained from the activities included in this section and the preceding one.	
	5. Develop recommendations and programs for solving these adjustment problems.		
F. The Intern will gain expertise in behavioral analysis and management programs.	1. Assess the need for establishing a behavior management program thru referral, requested teacher consultation, or multidisciplinary staffing.	1. Review of staffing notes and conference with appropriate school personnel.	
	2. Identify factors influencing classroom behavior through consultation with appropriate school personnel, diagnostic interview, or classroom observation.	2. Review and discussion of data collected. Observation of use of information gained from these activities.	
	3. Establish management programs based upon observed behavior problems and teacher/parent concerns.	3. Review and discussion of management plan developed.	
		4. Observation and discussion of in-service presentations.	

GOALS & OBJECTIVES	ACTIVITIES & RESPONSIBILITIES	EVALUATION	STATUS OF ACTIVITIES
	4. Recommend thru in-service presentations, techniques and procedures for classroom management. 5. Follow-up on effectiveness of prescribed program with personnel involved.	5. Review of effectiveness of program by discussion of the results with personnel involved.	
G. The intern will develop expertise in formulating recommendations for remediative strategies and suggestions for their practical implementation.	1. Integrate information and diagnostic data from all sources into a meaningful, thorough, and concise evaluation. 2. Develop recommendations and prescriptions for remediation of problem-areas, based on all available data. 3. Make suggestions for the practical implementation of recommendations. 4. These activities will be involved in the following: a. Multi-disciplinary staffings. b. Consultations with general and special education teachers, parents, community agencies, etc. c. Recommendations in psychological reports.	1. Review of psychologicals, consultations, and staffings and conferences with appropriate personnel regarding the formulation and implementation of the recommendations and their effectiveness. 2- 4. Discussion and observation of the formulation and implementation of recommendations in staffings and parent/teacher consultations.	

GOALS & OBJECTIVES	ACTIVITIES & RESPONSIBILITIES	EVALUATION	STATUS OF ACTIVITIES
H. The Intern will develop communication and consultative skills and ability to participate as a team member.	1. Attend, participate, and eventually conduct multidisciplinary Case Action Team meetings regularly scheduled in assigned buildings. a. The Intern will become familiar with the forms used and guidelines for the C.A.T. process. b. The Intern will be involved in any in-service with building staff relative to review of C.A.T. procedures. c. Exposure to a wide variety of referral problems will be provided. 2. Participation in multidisciplinary staff conferences with individual teachers, principals, parents, community agencies, etc. 3. Confer informally with team members, principals, and teachers in regard to school adjustment problems or to the role and function of the psychologist in the school setting.	1. Review of C.A.T. forms and conferences with Intern and other C.A.T. members. 1 - 2. Observation of Intern chairing C.A.T. meetings and staff conferences. 3. Review of staffing summaries and various forms involved. Conferences with involved personnel about effectiveness of Intern in staff conferences. 3 - 4. Observation and review of consultation contacts and other informal conferences. Conferences with involved personnel about the effectiveness of Intern in these situations. 5. Observation and discussion of participation in workshops.	

GOALS & OBJECTIVES	ACTIVITIES & RESPONSIBILITIES	EVALUATION	STATUS OF ACTIVITIES
	4. Consultations or conferences with: a. General and special education teachers regarding learning, classroom, or academic management. b. Nurses, social workers, speech therapists regarding effective management of cases and to monitor case completion. c. Parents before and/or after child studies and before program changes. d. Representatives of community agencies relative to coordinating support systems and/or placements. 5. Attend and participate in special in-service training programs and workshops for teachers and/or parents.		
I. The Intern will develop therapeutic and counseling skills.	1. Involvement with short-term counseling. a. Under supervision, the Intern will provide weekly counseling for 6-8 weeks with a youngster of his/her choice. b. The Intern will function as a co-therapist with a social worker conducting a group.	1a. Weekly conference and discussion of techniques used and progress made. 1b. Discussion with Intern and social worker about the therapy experience on a regular basis.	

GOALS & OBJECTIVES	ACTIVITIES & RESPONSIBILITIES	EVALUATION	STATUS OF ACTIVITIES
J. The Intern will develop awareness of and skill in conducting individual and group screening procedures for identifying potential "high risk" learners.	1. Review of District 86 guidelines for preschool screening using DIAL. 2. Observation of the DIAL screening in operation. 3. Conference with paraprofessional and preschool psychologist regarding training, implementation and evaluation of the DIAL screening program. 4. Conduct individual and group screening with elementary and junior high age students. 5. Administer appropriate diagnostic follow-up based on screening results. 6. Refer to appropriate resources for additional diagnostic work.	1. Discussion with Intern. 2. Discussion with Intern. 3. Discussion with Intern and involved personnel regarding attendance. 4. Observation of process and conference with Intern and involved school personnel. 5 - 6. Conference with Intern regarding recommended diagnostic follow-up. Observation of use of information obtained.	
K. The Intern will develop knowledge of the services available to children from professionals and agencies outside the school.	1. Visits to and conferences with representatives of agencies to learn about referral processes, services provided, etc. This would include agencies such as, Mental Health, Family Counseling, Easter Seal, Catholic Charities, Children and Family Services, etc.	1 - 7. Discussion with Intern and involved personnel when possible. 1 - 7. Observation of use of information and concepts gained from such activities.	

GOALS & OBJECTIVES	ACTIVITIES & RESPONSIBILITIES	EVALUATION	STATUS OF ACTIVITIES
	2. Conference with two or more "private" therapeutic professional resources for family or child counseling, i.e., psychiatrists, psychologists, therapeutic social workers. 3. Familiarity with referral and record release procedures in regard to community agencies and private facilities. 4. Attendance at meetings of interagency councils relevant to the Intern. 5. Visitation to and conference with representatives of residential placement facilities for various handicaps, i.e., Guardian Angel Home in Joliet. 6. Attendance at meetings of PTA, CEC, or other parent groups serving children. 7. Attendance at conferences with representatives of community agencies concerning educational and therapeutic planning, referral, follow-up, etc.		

GOALS & OBJECTIVES	ACTIVITIES & RESPONSIBILITIES	EVALUATION	STATUS OF ACTIVITIES
L. The Intern will develop skills in research and evaluation.	1. Conduct simple, informal evaluation study of some area of special interest or concern. 2. Interpret research findings to teachers and administrators. 3. Attendance at meetings in the Joliet area reporting research findings pertinent to education generally and special education, child development, etc., specifically.	1. Observation and discussion of evaluation project and results. 2. Discussion with Intern and other involved personnel. 3. Observation of attendance and discussion.	
M. Evaluation of the Intern.	1. The supervising psychologist and Intern will decide together if specific goals for the Intern have been met. 2. Modifications of goals will be made, as needed, by agreement of Supervisor and Intern. 3. The supervising psychologist will supply I.S.B.E. with required written evaluations. 4. Evaluation by the Coordinator of Diagnostic and Related Services as outlined by District procedure.	1 - 3. Discussion, written narrations of evaluations.	

GOALS & OBJECTIVES	ACTIVITIES & RESPONSIBILITIES	EVALUATION	STATUS OF ACTIVITIES
N. The School Psychologist Intern will acquire a working knowledge of the High School System in Joliet and Grundy Cty.	1. Spend 20 days in Joliet High School Dist. 204 and in the High School associated with Grundy County Special Education Cooperative. 2. Consult with the Administrative staff and coordinators of Special Education programs for the High Schools. 3. Observation and involvement in various types of Special Education and regular education programs in the High Schools. a. EMH b. TMH c. B.D. d. L.D. e. E.H. f. Visually Handicapped g. Physically Handicapped h. Hearing Impaired i. Bilingual j. Alternative School District 204 k. Regular Education Programs 4. Discussions with the High School Psychologists regarding organization and administration of psychological services.	1. The Intern Psychologist will keep a log of all her/his experiences in the High School setting. 2. Observation of and conference regarding attendance. 3. Conference with High School personnel and Intern regarding attendance. 4. Discussion of and observation of use of information and concepts gained from these activities.	

GOALS & OBJECTIVES	ACTIVITIES & RESPONSIBILITIES	EVALUATION	STATUS OF ACTIVITIES

5. Utilization of standard psychometric and psychological techniques to evaluate High School aged students with a variety of handicapping conditions in the areas of intelligence, personality, language, visual-perceptual development, and achievement.

    a. Discussion of various tests and techniques with staff psychologists.
    b. Discuss and review protocols administered with staff psychologists.
    c. Confer with parents, teachers, and other multidisciplinary team members regarding findings.

6. Conduct diagnostic interviews and provide consultative services to parents and school personnel in the High Schools.

    a. Observe students in various aspects of their educational program.
    b. Develop recommendations and strategies for solving any adjustment problems.

GOALS & OBJECTIVES	ACTIVITIES & RESPONSIBILITIES	EVALUATION	STATUS OF ACTIVITIES
	7. Participation in multidisciplinary staff conferences at the High School level.		
	8. Develop recommendations and prescription for remediation of a variety of problems exhibited by the High School aged student.		
	9. Confer informally with diagnostic team members, principals, and teachers in regard to school adjustment problems or to the role and function of the School Psychologist in a High School setting.		

DLN/3258I